MUSIC: Singing

Content Standard 1.0: *Students sing a varied repertoire of music alone and with others.*

By the end of Grade 3 s tudents know and are able to:	By the end of Grade 5 students know and are able to do everything required in earlier grades and:	Students who elect to take a music class at the middle school level know and are able to do everything required in earlier grades and:	Students who advanced mu secondary lev to do everythi grades and:
1. 3.1 Sing a simple melody with accurate pitch.	1.5.1 Sing independently and expressively.	1.8.1 Sing with technical accuracy and good breath control throughout their singing ranges.	1.12.1 Perfor accuracy and throughout the
	1.5.2 Sing in an ensemble while following a conductor.	1.8.2 Sing a repertoire of vocal literature in small and large ensembles with expression , technical accuracy, and breath control.	1.12.2 Perfor intonation, dic appropriate ex small and larg without a con-
1.3.3 Sing simple ostinati and two-part rounds such as <i>Row</i> , <i>Row</i> , <i>Row Your Boat</i> .	1.5.3 Sing descants , partner songs, and three-part rounds.	1.8.3 Sing choral literature written in two and three parts with and without accompaniment.	1.12.3 Perforwritten in threwithout accon
1.3.4 Sing patriotic songs, folk songs, and multicultural selections.	1.5.4 Sing more complex patriotic songs, folk songs, and multicultural selections.	1.8.4 Sing music representing diverse genres and styles (e.g. Baroque, classical).	1.12.5 Perfor diverse genres

Descant – An additional melody sung above the main melody to create harmony.

Expression – With appropriate dynamics, phrasing, style, and interpretation and appropriate variations in dynamics and tempo.

Genres – A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, ba Ostinati - A short musical pattern repeated persistently throughout a composition.

Style – The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for Copland), periods (Baroque style), medic (keyboard style), nations (French style), form or type of composition (fugal style, con bluegrass style).

Technical Accuracy – The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and

MUSIC: Playing Instruments

Content Standard 2.0: Students perform a varied repertoire of music on instruments alone and

By the end of Grade 3 s tudents know and are able to:	By the end of Grade 5 students know and are able to do everything required in earlier grades and:	Students who elect to take a music class at the middle school level know and are able to do everything required in earlier grades and:	Students who advanced mu secondary levable to do eve previous grade
2.3.1 Play classroom instruments using proper technique.	2.5.1 Play rhythmic, melodic, and chordal patterns.	2.8.1 Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.	2.12.1 Perfor and technical one string, wi classroom ins
		2.8.2 Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.	2.12.2 Play ir ensembles der advanced ense
		2.8.3 Perform multiple-part ensemble literature.	ensemble liter
2.3.4 Accompany simple folk, traditional, and multicultural music.	2.5.4 Play or accompany folk, traditional, and multicultural music.	2.8.4 Play a varied repertoire of instrumental literature representing diverse genres and styles.	2.12.4 Performance varied repertorelliterature represented and sty

Classroom Instruments: Instruments typically used in the general music classroom, including, for example, recorder-type instruments, a percussion instruments, *fretted instruments, and electronic instruments.

MUSIC: Improvisation

Content Standard 3.0: Students improvise melodies, variations, and accompaniments.

By the end of Grade 3 s tudents know and are able to:	By the end of Grade 5 students know and are able to do everything required in previous grades and:	Students who elect to take an advanced music class at the middle school level know and are able to do everything required in previous grades and:	Students who advanced mu secondary levable to do eve previous grad
3.3.1 Improvise short melodic and rhythmic patterns.	3.5.1 Improvise melodic and rhythmic patterns within the context of a musical phrase.	3.8.1 Improvise simple melodies.	3.12.1 Impromelodies in a
		3.8.2 Improvise simple harmonies in a given key.	3.12.2 Impro appropriate hat bar blues).
	3.5.3 Improvise introductions and codas , B sections, and changing parts of the rondo .	3.8.3 Improvise melodic and rhythmic embellishments on given pentatonic melodies.	3.12.3 Improrhythmic variationic me in major keys.

Coda - An ending or conclusion of a piece.

Improvise – To compose, recite, or perform spontaneously.

Pentatonic – Five note melody using 1, 2, 3, 5, 6 scale design.

Rondo - A musical form which constantly returns to the A section and with contrasting alternating sections; Ex. ABACA

MUSIC: Writing

Content Standard 4.0: Students compose and arrange music within specified guidelines.

By the end of Grade 3 s tudents know and are able to:	By the end of Grade 5 students know and are able to do everything required in earlier grades and:	Students who elect to take an advanced music class at the middle school level know and are able to do everything required in earlier grades and:	Students who advanced mu high school ke able to do eve earlier grades
4.3.1 Create music to interpret stories, rhymes, and poetry.	4.5.1 Create music to interpret readings or dramatizations.		
4.3.2 Create short songs and instrumental pieces.	4.5.2 Create and perform songs and instrumental pieces.	4.8.2 Compose short pieces using the elements of music .	4.12.2 Comp several distinc elements of m
4.3.3 Organize pieces using a variety of sound sources .	4.5.3 Organize and perform pieces using a variety of sound sources.	4.8.3 Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.	4.12.3 Arran for voices/inst those for whic originally con

Compose – To create literary or musical pieces that are original.

Elements of Music - Pitch, rhythm, harmony, dynamics, timbre, texture, and form

Sound source - Traditional or non-traditional sounds available in the classroom, body percussion sounds, and sounds produced by elect

MUSIC: Reading

Content Standard 5.0: Students read and notate music.

By the end of Grade 3 students know and are able to:	By the end of Grade 5 students know and are able to do everything required in earlier grades and:	Students who elect to take a music class at the middle school level know and are able to do everything required in earlier grades and:	Students who advanced mu secondary levable to do eve earlier grades
5.3.1 Read quarter notes, quarter rests and eighth notes in duple meter .	5.5.1 Read whole, half, dotted half, quarter and eighth notes and rests in duple and triple meter.	5.8.1 Read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.	5.12.1 Read all meters with the repertoire.
5.3.2 Read melodic patterns using solfege, numbers and/or letters.	5.5.2 Read melodic patterns in the treble clef using solfege, numbers and/or letters.	5.8.2 Read simple melodies in the student's appropriate clef .	5.12.2 Read within the cor repertoire.
5.3.3 Use simple music symbols (e.g. fermata, repeat signs, and double bar lines).	5.5.3 Use complex music symbols (e.g. dynamics , tempo).	5.8.3 Apply music symbols to the repertoire.	5.12.3 Appl nonstandard n within the cor repertoire.
	5.5.4 Sight read rhythmic and melodic patterns.	5.8.4 Sight read in unison with technical accuracy and expression.	5.12.4 Sight technical accuexpression.
5.3.5 Notate simple rhythmic and melodic patterns (e.g. icons, manipulatives).	5.5.5 Notate simple rhythm and melody using standard symbols.	5.8.5 Notate simple musical phrases using standard symbols.	5.12.5 Notate using standard symbols (e.g. century comp

Alla Breve is the meter signature indicating the equivalent of 2/2 time

Appropriate Clef – Specified use of clef (e.g. treble clef, tenor clef, alto clef, bass clef, etc.)

Dynamics – Degree of soft and loud.

Meter – The groupings in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning c Sight read – The ability to read and perform music at first sight, without preparation.

Solfege – A series of syllables indicating pitches, often accompanied by hand signals, used to indicate melodic placement within a scale Tempo – Degree of slow and fast.

Content Title: MUSIC: Listening

Content Standard 6.0: Students listen to, analyze, and describe music.

By the end of Grade 3 s tudents know and are able to:	By the end of Grade 5 students know and are able to do everything required in earlier grades and:	Students who elect to take a music class at the middle school level know and are able to do everything required in earlier grades and:	Students who advanced mu secondary levable to do eve earlier grades
6.3.1 Identify simple elements of music.	6.5.1 Compare and contrast simple elements of music when presented aurally.	6.8.1 Apply knowledge of the elements of music in aural examples.	6.12.1 Demc knowledge of vocabulary of music in analy examples.
		6.8.2 Describe the uses of the elements of music in aural examples representing diverse genres and cultures.	6.12.2 Analy varied reperto representing d cultures by de the elements c expressive de

MUSIC: Evaluation

Content Standard 7.0: Students evaluate music and music performances.

By the end of Grade 3 s tudents know and are able to:	By the end of Grade 5 students know and are able to do everything required in previous grades and	Students who elect to take a music class at the middle school level know and are able to do everything required in previous grades and	Students who advanced mu high school le able to do eve previous grad
7.3.1 Use criteria to evaluate performances and compositions.	7.5.1 Construct criteria using standard music vocabulary.	7.8.1 Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.	7.12.1 Apply criteria for ma critical evalua and effectiven and compositi
7.3.2 Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g. loud/soft; high/low).	7.5.2 Explain personal preferences for specific musical works and styles using complex musical vocabulary (e.g. crescendo/decrescendo ; rondo form).	7.8.2 Evaluate the quality of their own and others' performances and compositions, justifying their opinions.	7.12.2 Apply criteria in eva music perforn similar or exe

 $Crescendo/decrescendo-\ gradually\ getting\ louder/gradually\ getting\ softer.$

Criteria – a musical characteristic or standard on which a judgement is based.

Form – The overall structural organization of a musical composition (e.g., AB, ABA, call and response, rondo, theme and variations, so musical events within the overall structure.

MUSIC: Application to Life

Content Standard 8.0: Students demonstrate relationships between music, the other arts, and di

By the end of Grade 3 students know	By the end of Grade 5 students	Students who elect to take a music	Students who
and are able to:	know and are able to do everything	class at the middle school level	advanced mu
	required in earlier grades and:	know and are able to do everything	secondary lev
		required in earlier grades and:	able to do eve
			earlier grades
		8.8.1 Compare how the	8.12.1 Compa
		characteristics appropriate to each	characteristics
		art form can be used to describe	art form can b
		similar themes (e.g. motion,	similar theme
		inspiration).	(e.g. emotion,
		8.8.2 Compare concepts common	8.12.2 Anal
		to music and other disciplines outside	common to m
		the arts that are interrelated with	disciplines ou
		those of music (e.g. the Underground	conflict resolu
		Railroad and the use of spirituals for	"Romeo and J
		coded escape messages).	The Civil Wa
			chemical reac
			tension and re

Art forms – dance, drama, visual arts, music

MUSIC: Cultural and Historical Connections

Content Standard 9.0: Students demonstrate knowledge of the historical periods and cultural d

By the end of Grade 3 students know and are able to:	By the end of Grade 5 students know and are able to do everything required in earlier grades and:	Students who elect to take a music class at the middle school level know and are able to do everything required in earlier grades and:	Students who advanced mu secondary levable to do eve earlier grades
9.3.1 Identify several styles of music from various cultures.	9.5.1 Identify by style aural examples from various historical periods, American musical history, and world cultures.	9.8.1 Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.	9.12.1 Class by style, histo American mu world cultures
9.3.2 Identify various uses for music in daily experience.	9.5.2 Describe the role of musicians in various settings and cultures (e.g. performers, educators, critics, composers).	9.8.2 Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.	9.12.2 Descri musicians pla achievements individuals.

MUSIC: Cross-curricular

Content Standard 10.0: Students demonstrate an understanding of movement through skills, te as a form of communication.

By the end of Grade 3 students know and are able to:	By the end of Grade 5 students know and are able to do everything required in earlier grades and:	Students who elect to take a music class at the middle school level know and are able to do everything required in earlier grades and:	Students who advanced mu secondary lev able to do eve earlier grades
10.3.1 Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.	10.5.1 Using Grade 5 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		